

Charleston School of the Arts

1600 Saranac St.
North Charleston, SC 29405

Grades 6-12 Middle School

Enrollment 930 Students

Principal Rose Maree Myers 843-529-4990

Superintendent Dr. Maria L. Goodloe-Johnson 843-937-6319

Board Chair Ms. Nancy Cook 873-760-2635

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

EXCELLENT

Absolute Ratings of Middle Schools with Students like Ours

Excellent

Good

Average

Below Average

Unsatisfactory

3

4

0

0

0

IMPROVEMENT RATING

GOOD

ADEQUATE YEARLY PROGRESS

YES

This school met 9 out of 9 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Excellent	Good	Yes
2004	Excellent	Good	Yes
2005	Excellent	Good	Yes
2006	Excellent	Good	Yes

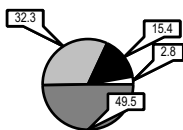
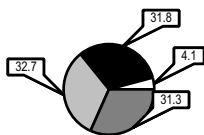
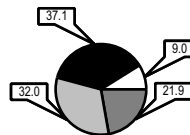
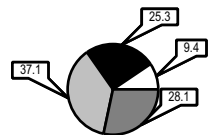
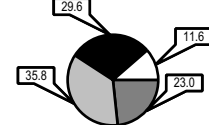
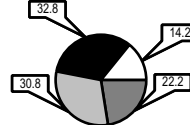
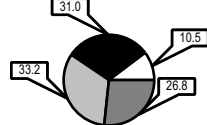
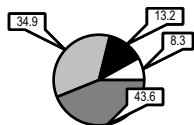
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

95.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

END OF COURSE TESTS

Percent of students scoring 70 or above on:	Our School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	96.3	99.1
English 1	96.6	98.6
Biology 1/Applied Biology 2	81.4	81.4
Physical Science	82.4	82.4
All Subjects	89.6	98.0

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	435	99.8	2.5	32.3	49.7	15.5	79.4		
Gender									
Male	161	100.0	4.4	37.5	45.0	13.1	74.4		
Female	274	99.6	1.5	29.3	52.4	16.8	82.4		
Racial/Ethnic Group									
White	313	99.7	2.3	25.7	53.4	18.6	84.6		
African American	91	100.0	4.4	51.6	39.6	4.4	61.5		
Asian/Pacific Islander	16	100.0	0.0	12.5	62.5	25.0	93.8		
Hispanic	14	100.0	0.0	71.4	21.4	7.1	64.3		
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S		
Disability Status									
Not Disabled	423	100.0	1.9	31.8	50.5	15.9	80.6		
Disabled	12	91.7	27.3	54.5	18.2	0.0	36.4		
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	435	99.8	2.5	32.3	49.7	15.5	79.4		
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S		
Non-Limited English Proficient	433	99.8	2.6	32.3	49.9	15.3	79.6		
Socio-Economic Status									
Subsidized meals	47	100.0	4.3	53.2	31.9	10.6	57.4		
Full-pay meals	388	99.7	2.3	29.8	51.8	16.1	82.1		

Mathematics – State Performance Objective = 36.7%									
All Students	435	99.8	3.9	32.8	31.4	31.9	75.5		
Gender									
Male	161	100.0	3.1	28.1	30.0	38.8	78.1		
Female	274	99.6	4.4	35.5	32.2	27.8	74.0		
Racial/Ethnic Group									
White	313	99.7	1.3	26.7	33.1	38.9	82.0		
African American	91	100.0	13.2	57.1	24.2	5.5	50.5		
Asian/Pacific Islander	16	100.0	0.0	12.5	31.3	56.3	100.0		
Hispanic	14	100.0	7.1	28.6	42.9	21.4	64.3		
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S		
Disability Status									
Not Disabled	423	100.0	3.6	32.2	31.8	32.5	76.5		
Disabled	12	91.7	18.2	54.5	18.2	9.1	36.4		
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	435	99.8	3.9	32.8	31.4	31.9	75.5		
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S		
Non-Limited English Proficient	433	99.8	3.9	32.7	31.6	31.8	75.6		
Socio-Economic Status									
Subsidized meals	47	100.0	12.8	44.7	21.3	21.3	57.4		
Full-pay meals	388	99.7	2.8	31.3	32.6	33.2	77.7		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	435	99.8	8.8	32.1	21.9	37.2	59.1
Gender							
Male	161	100.0	10.0	21.9	18.8	49.4	68.1
Female	274	99.6	8.1	38.1	23.8	30.0	53.8
Racial/Ethnic Group							
White	313	99.7	4.2	25.7	23.5	46.6	70.1
African American	91	100.0	25.3	51.6	17.6	5.5	23.1
Asian/Pacific Islander	16	100.0	6.3	12.5	37.5	43.8	81.3
Hispanic	14	100.0	7.1	64.3	0.0	28.6	28.6
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	423	100.0	8.3	31.5	22.3	37.9	60.2
Disabled	12	91.7	27.3	54.5	9.1	9.1	18.2
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	435	99.8	8.8	32.1	21.9	37.2	59.1
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	433	99.8	8.8	32.0	22.0	37.1	59.2
Socio-Economic Status							
Subsidized meals	47	100.0	29.8	44.7	12.8	12.8	25.5
Full-pay meals	388	99.7	6.2	30.6	23.1	40.2	63.2

Social Studies							
All Students	435	99.8	9.2	37.2	28.2	25.4	53.6
Gender							
Male	161	100.0	9.4	23.1	33.8	33.8	67.5
Female	274	99.6	9.2	45.4	24.9	20.5	45.4
Racial/Ethnic Group							
White	313	99.7	4.8	32.8	31.5	30.9	62.4
African American	91	100.0	26.4	50.5	16.5	6.6	23.1
Asian/Pacific Islander	16	100.0	0.0	25.0	50.0	25.0	75.0
Hispanic	14	100.0	7.1	57.1	7.1	28.6	35.7
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	423	100.0	7.8	37.4	28.9	25.8	54.7
Disabled	12	91.7	63.6	27.3	0.0	9.1	9.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	435	99.8	9.2	37.2	28.2	25.4	53.6
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	433	99.8	9.3	37.1	28.3	25.3	53.6
Socio-Economic Status							
Subsidized meals	47	100.0	21.3	51.1	14.9	12.8	27.7
Full-pay meals	388	99.7	7.8	35.5	29.8	26.9	56.7

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	133	100.0	6.8	30.1	47.4	15.8	63.2
	7	140	100.0	1.4	27.1	62.1	9.3	71.4
	8	139	100.0	5.0	29.5	51.1	14.4	65.5
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	144	100.0	4.2	29.2	43.1	23.6	66.7
	7	146	99.3	2.8	34.5	50.3	12.4	62.8
	8	145	100.0	0.7	33.3	55.6	10.4	66.0
Mathematics								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	133	100.0	2.3	24.1	36.8	36.8	73.7
	7	140	100.0	1.4	32.9	27.1	38.6	65.7
	8	139	100.0	11.5	47.5	29.5	11.5	41.0
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	144	100.0	2.1	21.5	32.6	43.8	76.4
	7	146	99.3	3.4	29.7	33.1	33.8	66.9
	8	145	100.0	6.3	47.2	28.5	18.1	46.5
Science								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	133	100.0	12.0	24.8	21.8	41.4	63.2
	7	140	100.0	5.7	39.3	24.3	30.7	55.0
	8	139	100.0	14.4	36.0	24.5	25.2	49.6
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	144	100.0	13.9	23.6	21.5	41.0	62.5
	7	146	99.3	6.9	26.9	24.8	41.4	66.2
	8	145	100.0	5.6	45.8	19.4	29.2	48.6
Social Studies								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	133	99.3	9.1	32.6	25.8	32.6	58.3
	7	140	100.0	10.7	39.3	27.1	22.9	50.0
	8	139	100.0	4.3	51.8	25.9	18.0	43.9
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	144	100.0	9.0	31.3	26.4	33.3	59.7
	7	146	99.3	11.7	39.3	18.6	30.3	49.0
	8	145	100.0	6.9	41.0	39.6	12.5	52.1

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 930)				
Students enrolled in high school credit courses (grades 7 & 8)	33.4%	Down from 35.4%	33.4%	16.7%
Retention rate	0.3%	Down from 0.4%	0.6%	2.5%
Attendance rate	97.8%	Down from 98.1%	97.0%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	No change	0.3%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	0.3%	1.0%
Eligible for gifted and talented	50.3%	Down from 56.0%	38.8%	15.6%
On academic plans	13.5%	N/AV	15.6%	39.9%
On academic probation	0.7%	N/AV	0.7%	0.7%
With disabilities other than speech	2.9%	Down from 3.3%	5.8%	12.4%
Older than usual for grade	0.4%	Up from 0.3%	1.3%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.5%	Up from 0.6%	1.5%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 65)				
Teachers with advanced degrees	56.9%	Down from 59.4%	56.8%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	13.1%	N/A	3.4%	9.1%
Teachers with emergency or provisional certificates	21.3%	Up from 17.5%	5.6%	5.6%
Teachers returning from previous year	92.7%	Up from 90.3%	90.2%	84.6%
Teacher attendance rate	95.7%	Down from 96.7%	94.4%	94.8%
Average teacher salary	\$42,830	Down 0.3%	\$42,830	\$42,267
Prof. development days/teacher	14.9 days	Up from 14.1 days	12.0 days	11.9 days
School				
Principal's years at school	11.0	Up from 10.0	4.0	3.0
Student-teacher ratio in core subjects	25.5 to 1	Up from 24.6 to 1	24.6 to 1	21.1 to 1
Prime instructional time	91.2%	Down from 93.1%	89.8%	89.0%
Dollars spent per pupil*	\$6,092	Up 6.4%	\$5,792	\$6,243
Percent of expenditures for teacher salaries*	53.9%	Down from 68.9%	56.4%	59.8%
Percent of expenditures for instruction*	70.2%		68.0%	65.2%
Opportunities in the arts	Excellent	No change	Excellent	Good
Parents attending conferences	85.4%	Up from 85.0%	98.0%	97.4%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Average	Down from Excellent	Excellent	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	10.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	10.5%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

This year we have reached another milestone in our development as a complete middle and high school: our enrollment topped 930 students in 2005-06, and our projected enrollment for the coming school year is nearly 1000 students. Not only are we maintaining students who attend our middle school, we are also attracting additional high school students.

Our fine arts programs have made a reputation for themselves in the community, but the quality of academic programs at School of the Arts is now being recognized as well. Our average SAT score is 1103, 110 points above the state average and 75 points above the national average. Among CCSD high schools with more than 15% in Advanced Placement classes, SOA ranks highest on AP exam scores of 3-5, at 73.3%. One hundred percent of graduates have been accepted at colleges and universities, and the Class of 2005 earned more than \$2 million in scholarship money.

Recently we have worked to improve communication among staff and community through the addition of two leadership positions, Curriculum Coordinator and Fine Arts Director. We have increased instructional time in English Language Arts at middle school level to 500 minutes per week. Our teachers have implemented the Coherent Curriculum to ensure that S.C. Curriculum Standards are effectively addressed and have utilized MAP data to differentiate instruction. We continue to provide 500 minutes of weekly instruction in math at 6th and 7th grades. A major focus this year has been providing Internet access to mobile classrooms. Our staff utilizes vertical teaming to ensure continuous, comprehensive curriculum from grades 6-12 in math, science, English, and social studies. We continue to develop and refine Fine Arts programs to enable students to achieve their potential and to provide community outreach.

Adapting old facilities and more than 20 mobile classrooms to meet the needs of our arts and academic programs presents quite a challenge. However, our greatest challenge remains securing funding for our fine arts programs. Studios, equipment and supplies are continuous, recurring expenses, and all are costly.

Celebrating the strength of diversity, we look forward to the continued building of this school's mission and its bright future.

Rose Maree Myers, Principal

Myrna Caldwell, School Improvement Council Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	40	0	0
Percent satisfied with learning environment	85.0%	N/R	N/R
Percent satisfied with social and physical environment	85.0%	N/R	N/R
Percent satisfied with school-home relations	100.0%	N/R	N/R

*Only students at the highest middle school grade level at this school and their parents were included.